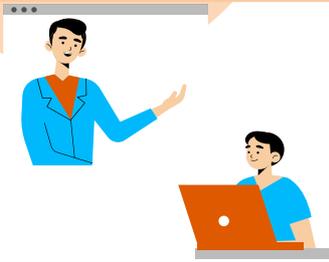


COVID-19 PANDEMIC AND ITS ESTIMATED IMPACT ON CHILDREN'S LEARNING AND RETENTION IN EDUCATION IN TÜRKIYE



The COVID-19 pandemic has led to a significant period of disruption in face-to-face education, and this in return affected the education outcomes of children.

SCHOOL CLOSURES

Among 210 countries, Türkiye is in the **top 30%** of countries with the longest duration of school closures between March 2020 and August 2021.¹



Duration of full or partial closures from Mar 20 - Aug 21 (number of weeks)

EDUCATION POLICIES DURING THE COVID-19 PANDEMIC

Turkish Government implemented various measures to enable continuous access to education.



Remote learning through TV and online Platforms (called EBA in Turkish).



Continuous improvements in the capacity of the online platform.



Education Support Centres & Education Mobile Support Centres (EBA)



Tablets with embedded internet to students in need.

UNICEF and national NGOs provided complementary support to the government



Supporting government in improving remote learning processes.



Delivering teacher training programmes through collaboration with the Ministry of National Education.



Providing educational materials and learning kits to children.



Providing hygiene kits and other kinds of supplementary resources to families.

PROBLEMS FACED BY CHILDREN AND HOUSEHOLDS DURING THE PANDEMIC

Access to the internet, digital devices, and educational platforms were the primary barriers to children's retention in education. Children living in rural areas, children from disadvantaged households and refugee children were especially at risk of educational losses.



Students also experienced problems with the features and content of EBA and the concept of remote learning in general (i.e. language problems, adaptation issues, etc).

Due to lockdowns, the home learning environment became an important determinant of how children were able to learn especially given that there were various disparities to be considered.



PROBLEMS FACED BY SCHOOLS AND TEACHERS

Teachers were unprepared for teaching online and struggled to adapt to online education.



Many teachers lacked digital resources to teach or had students with no access to digital devices. Teachers also found teaching materials inapplicable to online classes and experienced problems with teaching during the pandemic.

The infrastructure of schools was not ready in many schools to allow for a safe reopening across the country.





FUTURE POLICIES AND RECOMMENDATIONS FOR REMEDIAL EDUCATION AND LEARNING



Improving internet infrastructure in rural areas and expanding the digital device support until every child has access to digital learning is vital and is one of the most pressing issues.

Policies and programmes could be devised to mitigate learning losses and address the inequalities in learning outcomes that arise during the pandemic. Different programmes could be designed for the specifically disadvantaged areas like villages and small towns and specific school types.



Gaps in the home learning environment of children could be addressed through expanding digital training programmes and family support services across the country.

Children at risk of drop out and child labour could be identified and supported by extending social services.



About the Study

The information in this infographic is prepared based on the report: “Documentation of Education Response in Türkiye during the Covid-19 Pandemic and its Effect on Children's Access to and Retention in Education”. The study uses a mixed-methods approach to review and analyse the existing data and documents while also collecting primary qualitative data from stakeholders and experts. The methodological tools that have been used are (i) Desk review, (ii) Quantitative Data Analysis (Analysis of DHS 2018 and PISA 2018 datasets) and (iii) Qualitative Data Collection and Analysis through KIIs with Stakeholders. The study aims (i) to understand and document the policies implemented so far, the challenges faced by the children, teachers and schools during the extended period of school closures in Türkiye and (ii) to estimate the impact of the COVID pandemic on children’s education outcomes and identify risk groups.

¹ UNESCO. (2022). UNESCO global dataset on the duration of school closures. Accessed from: <https://en.unesco.org/covid19/educationresponse>